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ABSTRACT

This paper is a guide to developing re-entry and transition workshops and seminars for foreign students who have completed or will complete education in the United States and then return to their own culture and nation. The guide was developed based in part on a conference designed to assist students to return to their own countries and fulfill their roles. Following a preface and an introduction, the paper discusses key issues and elements in planning and carrying out such a workshop including planning (purposes, program approach, arguments for and against academic credit), a program model design, participants, announcement and publicity, selection of the site, selection of staff, on-site administration, budget, workshop expansion, plan implementation, evaluation, and follow-up. Included are detailed model program design for both one-day and weekend workshops with several variations. Extensive appendixes contain examples of reentry challenges, a case study, a creative problem-solving sequence, discussion probes, role playing, group structure and values exercises, an inventory of re-entry problems and a sample evaluation design. A resource list cites 11 books, 25 articles, eight films, and five simulation games. (JB)

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A PROGRAM GUIDE FOR A

RE-ENTRY/TRANSITION SEMINAR-WORKSHOP

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PREFACE

The occasion which gave rise to this document was the First National Conference on Re-entry/Transition convened by the Academic Affairs Conference of Midwestern Universities in cooperation with the AID/NAFSA Liaison Committee and the Johnson Foundation at Wingspread, October 15-17, 1974. The conference was both stimulating and memorable for it brought together a number of individuals from various disciplines and professional backgrounds who shared an interest in exploring the complexities of re-entry/transition. The tangible outcome of that conference was a list of recommendations and guidelines for the establishment of re-entry/transition programs.

The specific event which spurred the writing of this document was the Planning Session on Re-entry/Transition convened subsequently by the NAFSA Steering Committee at the University of Kansas on May 21-23, 1975.

This document represents the work of a committee of seven - Nobleza C. Asuncion-Lande, University of Kansas; Richard Brislin, East-West Center; Cal Downs, University of Kansas; Homer Higbee, Michigan State University; James O'Driscoll, Institute of International Education, New York; Gordon Thomas, Michigan State University; and Jerry Wilcox, Cornell University. The finished product reflects the individual and collective expertise and experience of each participant of the Planning Session.

The model program was designed to be utilized by academicians and practitioners who have some expertise in group process. It is to be expanded and modified according to the special needs of the target group or the situation.

It is our great pleasure to acknowledge the support of NAFSA which made this document possible. We hope that it will serve a useful purpose.

Nobleza C. Asuncion-Lande
Editor

1975

INTRODUCTION: THE NATURE OF A RE-ENTRY/TRANSITION PROGRAM

"One of the most difficult things to adjust to was living at home with my family. Being single and working the same city as my home, it is generally expected that the student stay with his family. The warmth and security at home was one of the things I missed most while abroad. It was lacking for the 2-3 years I was away and the forced independence in a dorm or apartment, not having to tell my whereabouts all the time, washing and cooking, traveling alone. Things such as these which were considered of positive survival value (independence) is not acceptable at one's own home."[1]

"My job with the government is difficult; I can plan to do a lot of things, see a lot of things that could be done more efficiently, but it doesn't seem like I accomplish much -- it's terribly frustrating to see no visible results. It is easy to give up. Although I was back at my old job, the same desk, it seemed that desk and job and co-employees were slower and not as serious as before; I saw no results of my work and got little acknowledgement either."[2]

"An Asian student entering the United States is overwhelmed by a sudden exposure to new constellations of experience - fascinating as well as disintegrating. He not only comes across an outside world of contradictions, he imperceptibly internalizes such conflicts and dichotomies. Thus the foreign student coming to an alien culture returns to his native land as an alien being, though with lots of technical knowhow..."[3]

Above are statements from foreign nationals who have studied in the United States and have now returned home.

These statements represent the sentiments of a number of foreign graduates who have returned to their native countries after having finished their studies abroad. They also illustrate why adjustments to one's home environment after a period of study abroad is an issue of increasing concern. Further there is evidence that a greater number of foreign graduates than ever before are returning to their home cultures. This may be attributed to the following:

- Governments of developing nations, which have made large outlays for the higher education of their own citizens in the United States are increasingly concerned about failure of many of these students to return home. The governments are exerting greater pressure on their citizens to return home after the completion of their foreign studies than in the past.

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[1]Richard Brislin & H. Van Buren, A Cross-Cultural Reorientation Seminar Held at the East-West Center, 1972, p. 82.

[2]Op cit, p. 80.

[3]Agricultural Development Council, The Bangkok Conference, June 1970, p.5.

- Industrialized countries, faced with large scale unemployment among their professional strata, are increasingly resistant to the presence of over-staying foreign students who might enter the work force.

- Improved career opportunities outside of the United States are attracting many foreign students after completion of their academic programs at American institutions.

At the Tenth Mohonk Consultation with Foreign Students in New Paltz, New York, the participants explored some pressing issues related to re-entry into their home cultures. They stated a shared "anxiety about the prospect of returning to our home countries."[4] One source of this anxiety was "prolonged exposure to a new culture and the inevitable adoption of many of its facets."[5]

It has long been recognized that when people move between cultures they are faced with a heightened period of adjustment and adaptation. For the individual returning from an extended stay abroad this period is colored by the personal and professional development undergone. The individual needs to re-examine and to affirm his identity in the light of self-knowledge and of the new roles that are thrust upon him in a changed environment and altered social relationships. The foreign student returning home after some years of study abroad is frequently unprepared for the magnitude of the change which the return to his country involves. Nor does he always recognize changes in his social expectations and those of others for him.

Difficulties of transition may be minimized or controlled through an individual's preparation to meet them. Research indicates that "worry about a potentially stressful event is helpful as it can force a person to learn as much as possible about the event, to prepare for its negative effects so as not to be surprised by them, and to visualize what might be done if any of the negative effects did occur."[6] Preparation to meet a stressful event may take the form of a cognitive, affective or decisional training experience. What is important is that the individual be made aware of potential social-psychological anxieties and ways of dealing with them.

A re-entry/transition workshop-seminar provides a setting in which foreign students analyze special adjustment needs that they may have in returning to their countries and prepare for them. Participants in the workshop-seminar are encouraged to evaluate their experiences in the United States and to formulate, however tentatively, expectations of their situation on returning to their home societies.

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[4]Tenth Mohonk Consultation with International Students: A Proposal for a Pre-Departure Seminar. New Paltz, New York: The Mohonk Trust, 1973.

[5]Ibid.

[6]I. Janis, Psychological Stress, New York: Wiley & Sons, 1958.

A program that can effectively prepare a foreign graduate for re-entry into his home culture and enable him/her to cope with the initial impact of this transition should have two aspects. The first is a variety of individual and group assignments designed to assess the individual experience abroad in the light of changes within oneself and in the home country environment during the period of absence. The second is group discussions, lectures by resource persons, and other learning techniques to assist the participant in applying new skills to the needs and the demands of the home society and in developing communications strategies useful in social-psychological stress situations.

A variety of re-entry/transition programs and activities emphasizing either one or the other of these two tasks and in a few rare cases incorporating both of them have been conducted by various institutions during the past several years. Many of these programs have been described in an inventory of transition programs prepared for the First National Conference on Re-entry Transition Programs at the Wingspread Conference Center in Racine, Wisconsin in 1974.

These rather disparate efforts and the increasing concern with the issue suggested the desirability of some coordinated effort "to assist foreign students in the United States to return and fulfill needed roles in their countries of origin."[7] Thus, it was that the First National Conference on Re-entry/Transition was organized. The conference was convened at the Wingspread Conference Center in Wisconsin by the Academic Affairs Conference of Midwestern Universities in cooperation with the NAFSA/AID Liaison Committee and the Johnson Foundation.

The conference participants drew up a list of recommendations for the establishment of re-entry/transition seminars in various settings. The Colloquium's first recommendation was to "develop content and format of transition seminars of varying lengths..."[8]

Most re-entry programs held to date have been sponsored by government agencies or by private organizations for their own grantees. The majority of foreign students in the United States, however, being self-sponsored have not had the opportunity to participate in such an activity. This Guide is designed to assist institutions seriously concerned with offering a true education to the foreign student in the development of a transition program.

There are different views as to the most appropriate time to hold a re-entry/transition workshop-seminar. There are those who maintain that an on-going seminar which would last a full semester or quarter may be more effective than a short "one-shot" affair. Others believe that intensive shorter programs may be all that is necessary to orient students to the implications on re-entry/transition to their home culture and professional roles. Still others believe that the end of an academic program in the United States is something an individual should have constantly in sight despite many immediate study and research activities. Thus, re-entry/transition is an important thread running through the total study abroad experience from planning and

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[7]Marsh, H., Re-Entry/Transition Seminars: Report on the Wingspread Colloquium. National Association for Foreign Student Affairs, 1975, p.1.

[8]Ibid. p. 16.

counseling prior to undertaking the academic program abroad through the actual return home. A discussion of the timing issue for a workshop-seminar is presented elsewhere in this document.

The Guide presents designs for a re-entry/transition workshop-seminar. They are to be considered flexible models to be manipulated and modified for particular situations and audiences.

PLANNING AND ADMINISTERING A WORKSHOP ON RELATING A U.S. TRAINING EXPERIENCE TO HOME CULTURE AND ENTRY OR RE-ENTRY TO A PROFESSIONAL ROLE

In planning a re-entry/transition workshop-seminar there are a number of issues which must be handled. The discussion of these issues is intended to assist administrators in planning the activities and to direct them in implementing a program idea. The suggestions for action are not prescriptions for action for each situation has its characteristics different from all others. Through a review of issues others have met, the program planner should gain some assistance and support for a re-entry/transition activity. Further it might be comforting to the planner to know that other people have faced similar problems in program planning! Finally, planning a reorientation program is not as difficult as it might appear on first glance.

The list of issues begins when the idea of organizing a seminar is first considered a viable activity. It continues into the assignment of staff to different jobs, covers issues that might come up during the seminar, and concludes with recommendations for post-seminar activities.

Seminar Planning begins the first time a staff member suggests that a re-entry/transition seminar be held. There may be opposition to the seminar simply because it is a new idea. Change is always difficult, and the establishment of a new seminar is a change in the normal routine to which people have become accustomed. The best way to handle potential opposition due to this reason is for the staff member to seek the advice of all people who could have anything to do with the program.

Such a procedure serves at least four functions.

- It allows the staff member to pay a compliment to others because their advice is being sought.
- It involves the others in the decision making right from the beginning stages of the planning.
- It allows the staff member to receive genuinely good advice from colleagues.
- It allows the staff member to obtain an idea of the people who might be asked to join the program staff for the seminar once it is ready to be run.

The actual planning should involve the following people and their offices in some way.

The foreign student advisor and members of his staff and colleagues in admissions, counselling or other staff offices who work closely with the foreign students, should form a nucleus for the planning of a re-entry/transition workshop-seminar. Using the guides suggested here and drawing upon previous experience, a re-entry/transition workshop-seminar can be developed with minimum difficulty.

Other faculty members who have demonstrated interest in foreign students and in some cases whose disciplinary interests contribute directly to the

substance and purpose of the workshop should be invited to join in the planning. Whenever possible, a faculty member who has been involved with activities related to trainees who are returning to their own countries should be included.

Foreign students who have exhibited an interest in the workshop-seminar should be involved in the planning. The students may represent only themselves in some instances; in others they might represent nationality groups or multi-national student organizations. Any student who is on his second "tour" in the United States would be most valuable.

Other participants in the planning might include active and competent community volunteers, business and professional people who have relevant knowledge and experience, particularly in other countries.

Purposes of a Workshop-Seminar are given generally in the introduction of this Guide as well as in the Report on the Wingspread Colloquium. The particular purpose and goals of the workshop-seminar being planned must be stated clearly and accepted by the staff implementing the activity.

Program Approach variations in style of presentation and emphasis on one or another topic must be considered. Local circumstances and idiosyncracies should be observed and reflected in the program outline.

Pros and Cons of Academic Credit.

There has been considerable discussion about the desirability of awarding academic credit to those who participate in a re-entry/transition workshop-seminar. Two representative works that have extensively dealt with the issue are: Brislin's The Establishment of Re-entry/Transition Seminars for Overseas Sojourners and A Supplement to the Report of the Tenth Mohonk Consultation with International Students written by the participants themselves.

Brislin suggests in his article that:

> "An ideal arrangement for the study of re-entry/transition experiences would be to have seminars that could be taken by students for, say, 3 semester hours of academic credit. These seminars could be offered to students during the semester prior to their return home. The longer period of time would allow coverage of material in a depth impossible to achieve in a one, two, or three day seminar. From reading about the experiences of others, however, it appears as if establishing seminars for credit is not an easy task. Schnert discussed 'the difficulty he had encountered, even when his dean was involved in getting a seminar approved for credit.'"

> "For example, the professor might teach a full load of 12 hours of long-established courses, and the seminar would bring the total up to an overload level of 15 hours. This could be done by dedicated professors, but there is a limit to people's energy. In addition,

this procedure does not give full status to re-entry/transition seminars. Students can easily adopt the view that since the seminar is not listed as an established entity in the college catalogue, then it should be considered as a second-class opportunity."

"It would be desirable, then, to put re-entry/transition seminars 'on the books' so that they are included in the normal teaching load. I feel that the probability of obtaining approval from the various administrators who must review such new offerings will be high if the seminars are designed around solid, academic content."[1]

The foreign students in their follow-up report believe that:

"Given such a seminar on the basis of academic credit for participants usually solves the problem of time commitment. Students will be obligated to address problems and actively seek solutions. Such an academic seminar will be better able to draw on university facilities for content. It will provide the means for getting faculty commitment, expecially international faculty. Finally, it could undertake certain projects which might mean more to students than discussion seminars."

"There are negative aspects to academic seminars. Faculty might try to exercise too tight control, stifling the flexible nature of the seminar. If such seminars were made a requirement, students might view them as obstacles to obtaining a degree rather than an attempt to solve problems. If a student pays tuition according to academic credits, such an academic seminar would tend to exclude spouses, who often are not a part of the academic community but would benefit from the seminar and have a great deal to contribute. An academic seminar might also limit enrollment; if required, it might prevent a student from taking another desired course."[2]

Other alternatives that may be explored for academic recognition of a workshop-seminar on re-entry/transition include the following:

- A short intensive course, in which the students are able to accomplish in two weeks time what would ordinarily be achieved in a regular one semester course. Class sessions would be held for 5 hours a day, 5 days a week for a total of 10 days. This would permit the workshop-seminar to be offered during a semester or quarter break.

- An extension course, which may be offered once a week, usually in the evening or late afternoon. Under this alternative the workshop-seminar could be made a part of a university's extension program. This would

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[1]Brislin, Richard W., The Establishment of Re-entry/Transition Seminars for Overseas Sojourners, East-West Center, 1974, p. 22-23.

[2]A Supplement to the Report of the Tenth Mohonk Consultation with International Students. Mohonk, New York, 1973, p. 4-5.

enable spouses who are not regularly enrolled in the school to attend as "auditors" or as "non-degree students."

- A workshop-seminar that enables participants to earn a diploma or certificate of attendance upon completion of the program. Such a workshop-seminar can be designed for weekends or evenings so that it will not conflict with regular university course schedules.

The Model Program Design included in this document is a complete one. It is designed to help meet the needs of those foreign student advisors who have little time or resources to devote to the issues of re-entry and transition but who are convinced that it should be a part of the student's program. A program of 3-4 hours would serve to give the students an understanding of some of the problems of re-entry and transition.

A three-day program allows for a longer period of time to examine in depth the complexities of re-entering one's culture and of coping with changes both on the individual and on the societal level. It will allow more time for unhurried thought and discussion.

There is too the program which extends over at least one academic term. It will permit the participation of a larger number of experts, more than the shorter programs, and will permit the inclusion of more academic content. The participants would be exposed to numerous experts from within and outside the host institution representing various disciplines who will combine their diverse knowledge and experience in exploring problems of readjustment and re-orientation. The participants would also have the time to undertake certain projects that would help them relate new learning to novel and unfamiliar situations.

Questions about the timing of re-entry programs have been posed every so often. Scheduling this activity immediately prior to departure for home enables the organizer to take advantage of the heightened motivation of the returnees. Several individuals who have had experience in running re-entry activities have found that it is more difficult to arouse interest when the activity is held too far in advance of actual departure. However, scheduling the activity close to departure does not leave the returnees any time to revise their academic plans in the light of the re-evaluation of goals resulting from their participation in the re-entry activity.

Many view re-entry as a part of a continuing process of transition between cultures and thus it should not be viewed as a discrete occurrence in the student's career but rather as a part of any stage in the acculturation process. The specific content and the goals of an activity would differ depending on the point the participants are at in their career.

One model, which combines a re-entry activity with incoming orientation, has been tried in connection with the orientation program for Mutual Education Exchange Grantees. In 1973, as part of the orientation center at the University of Texas at Austin operated under contract to the Institute of International Education, experienced students who were within six months of terminating their U.S. academic experience were invited to the center both to participate in a re-entry program and to assist in the academic orientation of the incoming grantees. The interaction of the about-to-return students with students who

as yet had little in-depth contact with their new cultural and academic environment supplemented the formal re-entry activity by making the students more sensitive to the changes they may have undergone in the course of their stay abroad. Where possible, the experienced students are provided more up-to-date information about home. At the same time that the about-to-return students provide orientation to the environment, they are, it is hoped, by their presence and known intention to return in the near future, providing orientation to re-entry for the incoming students.

International students do not always recognize the need for a re-entry/transition seminar. During discussions with potential participants one may very often hear a comment like the following: "I don't feel I need such a seminar, or that my friends do. After all, my friends and I are mature people who have been able to complete a degree program in an overseas university. We are aware that there may be problems in the future, but we have enough background now to solve them." This is a large issue which planners must know they will encounter and that no completely satisfactory solution has been found.

Planners must accept the fact that the real benefit of the seminar, as indicated by previous participants, comes after the people have returned home. Former participants have said something like this: "I had this trouble with my mother about a 10:00 P.M. curfew, and all of a sudden our discussion at the going-home seminar came back to me. I think I was able to handle the problem okay. It was good to be a little bit prepared." H. Van Buren calls this the "echo" effect, as content from the seminar comes back to the participants when they need it most -- after their return home. The lack-of-need-due-to-maturity issue may be voiced by administrators and faculty as well as students.

This comment of lack-of-need-due-to-maturity might be given explicit attention in the actual seminar. Much of the content of the seminars held to date focuses on the idea that readjustment and re-entry problems are very normal and elements of them are encountered by virtually everyone. Staff persons often relate their own experiences in moving between cultures to reinforce the notion that these issues are common to everyone. This is important because the participants then report back to their friends who are still working on their degree programs but who might participate in next semester's or next year's seminar. Since the "younger" students hear their friends (who are in the collectivity of people who can be called "mature") talking favorably about the seminar, they realize that it can be worthwhile. Hence they are more likely to participate when they have an opportunity and are less likely to use the "mature" argument for not participating.

The day of the week and hours of the day most appropriate for holding the workshop will vary depending on local circumstances. Careful attention to relevant local circumstances can make a substantial difference in success in recruitment as well as level of satisfaction with the experience.

The Participants will most likely come from that body of foreign students who are "in sight of returning home." The nearness to return should be locally determined. As is often stated, orientation and preparation for re-entry to

one's home culture is a continuous process. The transition workshop can be placed at several points on that continuum. There is some evidence that a transition workshop is beneficial at some point in the student's sojourn after he/she has been here long enough to have experienced a number of the normal pleasures and aggravations coincidental with moving into a new culture to have developed some fundamental questions about "why?" about the dynamics of differing behavioral patterns. This may occur after only a few weeks or months; it may take a year or longer. There is also a strongly held belief that a transition workshop held shortly before departure for home is most beneficial. Evidence to support a position about which time in the student's sojourn yields the greatest result is yet to be secured. The content of the suggested transition workshop seems to its authors to be useful at several points in the sojourn between the time the student has "come to terms" with the new culture and return to the home culture.

On the whole it is assumed that a three/four hour workshop will be attended by students on a voluntary basis. It could, however, become a part of a regular academic course and thus become a requirement for successful completion of the course.

Most important, it seems, is that the purpose of the workshop be positively explained so that students see it as valuable and interesting to them. Again, any student who has returned to his own country and is now back in the United States for a second time might be very useful in motivating others to attend the workshop.

Announcement and Publicity about the workshop-seminar are important. Some approaches even provide an answer to the I-don't-need-such-a-seminar opinion. Program publicity should answer questions and interest individuals in participating in a workshop-seminar. Use a past-participant's testimonial to the value of attending a re-entry/transition workshop-seminar. Marketing techniques are useful and should be tried. The "word-of-mouth" advertisement from a successful seminar or a convinced-concerned staff member is worth more than a thousand memos sent out to a potential participant. The experience of those who have organized transition workshops suggests that recruiting students is necessary. Imaginative approaches to student clubs, selected members of the faculty, and to individual students are helpful in the recruitment of participants.

Dates, time, and program outline as well as directions for applying for admission should be included in the announcement. If there are any qualifications for attendance, those must be clearly stated. Finally, cost to the individual participant must be made known and what the amount is for program fees, materials, lunch and so forth.

Selection of the Site is important to a successful activity. Lack of attention to the physical setting of the seminar can lead to devastating consequences. Evidence gained through the experience of those who have conducted seminars suggests choosing a site a good distance from the participants' home base, preferably at a camp or retreat over twenty miles away. Without this removal, the situational pressures of invitations from non-participating friends, need to go to the drugstore for a tube of toothpaste, and competition from television take their toll on session attendance. Consequently, when the faithful

see that attendance from session to session has decreased, their morale lowers. It is easy to argue that the reorientation seminar should be so good that it competes well with television and friends' tempting invitations to go elsewhere, but the realistic view is that much energy is needed just to run the seminar and that there is little left over to constantly worry about attendance.

If the workshop, especially a three/four hour activity, cannot be removed from campus it is recommended that a relatively secluded site on the campus be selected.

Care should be given to selecting a site where meeting rooms are of optimum size and afford necessary electrical services, blackboards if needed, space for screens, projectors, flip charts, etc.

If meals are included in the workshop, student assistance in planning may be most helpful. Special diets should not be overlooked. Cost of food may be an important factor. Some have found "pot luck" meals one way of keeping costs down and adding a bit of zest to the experience.

Selection of Staff is a matter which needs to be given full attention early in the planning process and then, if all goes well, need not be a matter of concern. Individuals typically are not "triple-threat" in their abilities. Select staff for their strengths and do not unfairly expect them to perform administrative, facilitative and teaching functions with equal skills. Some of the competencies required for staff members of a successful workshop are:

- cognitive knowledge of concepts of culture
- experience and understanding of the behavioral implications/ consequences of moving into new cultures and returning to one's primary culture
- competence in serving as a bridge between two cultures
- demonstrated interest in helping foreign trainees.

Some likely sources from which the above competencies might be identified are:

- faculty members who have lived abroad; faculty members whose discipline encompasses the substantive content of the workshop
- foreign students who have studied in the United States, returned home, and are now back in the United States
- returned Peace Corps Volunteers, returned International Volunteer Service participants, returned AID personnel.

Staff members should be selected to handle specific jobs and the director of the program should work from the strengths of the staff. Some people are good at organizing technical details, such as food, transportation, housing, etc., and are perhaps not as good as discussion leaders. Some people are theatrical, have a flair for performing in front of audiences, and are very self-confident. These people might be "kick-off" speakers during early sessions of a given seminar so that the seminar begins with a great deal of enthusiasm. Other staff members have reputations for being warm, sincere, sensitive to the needs of others, and are good listeners. Hence these people might be discussion group leaders in which they encourage others to speak out but do not hinder discussion.

Without adequate administrative staff the workshop could be a disaster even before it takes place. Responding to inquiries, reserving program space, advance facilities arrangements, and so forth cannot be assumed to happen by themselves. The director of and faculty for the program must be able to concentrate on the activity - the day it is offered as well as in the development stage - once decisions about needs and staff assignments are made.

On-site administration can "make or break" your well-planned workshop. Make arrangements for some person to be responsible for a timely check on personnel arrangements, facilities, equipment, materials, etc., immediately prior to and during the workshop. Arrange meeting room(s) to provide maximum interaction.

Budget. While a three/four hour workshop has been designed in part to provide an experience for campus based, mainly non-sponsored students at limited cost, planners should make certain that the essential facilities, services and materials are "budgeted." If funds are not available, contribution of mimeographed materials and other substantive resources might be secured from interested departments; meeting sites may be contributed by off-campus organizations; transportation might be contributed by faculty, staff and volunteers. A workshop conducted at a too spartan level may be counterproductive.

A reorientation seminar may have to run on a "shoestring budget." This may mean that a seminar could be held around a pot-luck dinner. A problem encountered in such a set-up is that some participants do not want to become involved in the less-clean details, such as dishwashing or floor-mopping. When the staff leads the way in "pitching in" on such details, participants are usually willing to help. This experience sometimes leads to a discussion of the egalitarian "pitch-in and help" aspect of the American culture, which is not universal.

Expanding the Workshop from one session of three or four hours to a three or four day conference is a major change. Aside from expanding the content of the workshop, it would be necessary to have more extensive and sophisticated physical facilities. These would include:

- A greater degree of isolation than is necessary with a three or four hour single session. Much of the value of an extended workshop is the interaction that occurs between participant and participant, and between participant and staff during the "off hours" when the group is not in formal session. At meal time, at coffee breaks, in the evening -- all these offer real opportunities for participants to share with each other and with staff members their own experiences and problems.

- Overnight accommodations for both participants and staff. Although it would be possible to have the participants -- and perhaps the staff -- continue to use their regular living quarters during the workshop, a much greater feeling of cohesiveness can be generated if members of the conference live and eat and work and play together separated from the competition and distraction of the campus.

- More attention may have to be paid to food when served over a two or three day period than would be true if the conference consists of a single three hour meeting. The matter of special dietary restrictions is often the cause of discontent on the part of some participants. The fact that meat is not labelled or otherwise specified, that food is often "bland and tasteless," that food is frequently strongly American in character are common complaints by visitors from other countries, complaints that can be usually forestalled by some careful and imaginative planning with the food supervisor in the facility being employed.

In addition to changes in the physical facilities, an administrative assistant to the director of the workshop is an absolute "must" for a conference. The chairman needs to be "on top" of the substantive aspects of the workshops at all times. If he or she divides attention between substance and maintenance, serious difficulties may arise. Someone should be given the responsibility to make sure that things fall into place smoothly and easily. If the chairman is required to fill this role, he soon finds that he has lost track of what is going on in the workshop and is unable to make transitions from one phase of the workshop to another, to analyze the activities of the participants and to make judgements as to possible changes in these activities, or to provide summaries of the progress of the workshop at crucial moments. The absence of these facilitating functions could spell the difference between a mediocre and a highly successful session.

Implementing the Plans include:

- Preparing a program statement.
- Arranging for the facilities.
- Identifying staff embodying the required competencies and securing their agreement to participate.
- Determining transportation needs and making the appropriate arrangements.
- Preparing workshop materials for advance and program distribution.
- Securing required equipment; arranging for back-up equipment or alternative way of presenting program in event of primary equipment failure.
- Identifying the participants. Provide them with necessary instructions about the workshop, making certain they understand when it will be held; where it will be held; how they are to get to the workshop; how much it will cost them; other pertinent information about their participation.

Issues During the Seminar come up which planning does not guarantee will not need to be handled.

Upon arrival at the seminar, participants do not seem to have read the material provided them before the seminar. Hence the first session, which depended upon the background from the reading, suffers. This problem is due to the

fact that usually people cannot find the time to read materials in advance. If the staff member wants to make sure that certain material is read, time must be provided for it at the seminar.

If, for a given session during the seminar, equipment is to be used (such as video tapes or audio tapes), it is best to provide a back-up activity in case the equipment breaks down. An oral presentation by one of the staff members might be this "emergency" session. One of the laws of seminar planning seems to be -- if something can go wrong with equipment, it will.

If the seminar seems lifeless, dull, or if people seem bored, there are several ways to "liven things up" and to have interesting sessions.

- Have one of the staff members be very intimate and personal about his/her own experiences at readjusting from one culture to another. The speaker, then, would cover very specific experiences that he or she has had. Seminar participants seem gratified that a staff member is willing to be so personal, and they are then more likely to give input themselves.
- Have the most outgoing staff member give a presentation. This would be the person who has a reputation of being the most theatrical, entertaining, life-of-the-party type.
- Use the role-playing technique in which participants go off by themselves for about 15 minutes to draw up the outlines of a skit, and then perform the skit in front of all the participants. This is a fine technique, but it is recommended that it be used only if one of the staff members has had experience with it. The role-playing session might be started by having the staff members play the characters in a prepared skit. Two prepared skits are offered in the "Sample Re-entry/ Transition Challenges, Example III, Episodes A&B (Appendix A). See also the discussion on uses of role-playing, in Appendix A.

If the discussion at a session seems to flounder, not centering on issues of reorientation to the home country, several suggestions can be put forth.

- Take a break of 15 minutes and have the participants read the Benjamin Franklin Story, included in Appendix A. Then encourage a discussion of the specific points raised by the story.
- Distribute copies of the "Inventory of Re-entry Problems", also included in Appendix A. Then a discussion leader could encourage the participants to give specific examples, as they foresee them upon return home, of as many issues on the list as they can. The discussion leader might simply go down the list and ask, "Do any of these bring up any thoughts in anybody?"
- Do not distribute the "Inventory of Re-entry Problems". Have the participants suggest at random issues which they believe they might/will encounter. Have someone keep a list of these issues. Participants see sameness of the issues and can discuss ways they might help the home people understand them and they their society on return.

Sometimes the participants feel that they have not had enough input into the planning of the seminar, and that they are simply passive bodies in a program organized by someone else (sometimes people from only one country). In such cases, one scheduled session could be cancelled and the participants could design

their own session. The planning might be done during rest breaks and meal times, and carried out at the same time for which the cancelled session was scheduled.

Participants sometimes express a desire to cover specific solutions to specific problems that they predict will face them upon their return home. For instance, participants may express a desire for information about the methods of applying for jobs in their home country, or methods for introducing an innovative teaching program into their educational curriculum back home. The only response to these requests has to be that specific solutions simply cannot be covered since there is no way that the participants and staff can have such information about every country represented. All that can be covered is general issues, with specific examples provided by the participants, but rarely will a solution be suggested. If the fact that solutions cannot be suggested is discussed early in the program, participants will probably understand the impossibility and even pretentiousness of providing solutions.

Certain participants seem to dominate the discussion, not allowing others to give any input. When Americans are present as participants, they are sometimes the offenders on this point. Discussion leaders have to be alerted to this possibility and have to be aware that they might have to "bring out" the seemingly reticent participants with an open-ended question like, "..., what do you think?"

Seminars can become rather negative sounding if participants choose to discuss a large number of potential problems. It may be good to end the seminar on a positive note. Methods could be suggested to participants by which they may stay in contact with internationally minded people, for instance, through alumni organizations and letter writing circuits.

Evaluation After Seminar Activities and Follow-up involve the actual participants in the seminar and the staff who administered and conducted it. Evaluating a group educational experience designed to affect human attitudes, values and behavior such as that of a seminar-workshop on re-entry and transition is fraught with innumerable difficulties. Some of these include:

- The questions as to when and for how long a period of time the evaluation should be administered.
- The need for objective measures of accomplishment that reflect the aims and the procedures of the program being evaluated.
- The need to fund a series of post-program surveys designed to evaluate the effects upon, and the usefulness of the program for the participants.

An evaluation of a program will be helpful in planning later programs. While there are a number of useful evaluative techniques, care must be taken to avoid the inappropriate borrowing of instruments from program to program.

An effective evaluation should consist of two phases: 1) a post-workshop evaluation, 2) a later evaluation which is administered within six months of re-entry, and possibly an even later evaluation which should take place within 12-24 months of the participants' return to their home culture. This would enable the individuals to reassess their experiences at intervals over a spread

of time and would provide the program staff with a meaningful set of data designed to test the enduring effects of their program. The immediate evaluation should be done by participants and staff and should determine:

- Whether the goal or purpose of the workshop was achieved.
- Level of satisfaction with the workshop.
- Physical facilities.
- Suggestions for future workshops.

Thank-you notes should be written to all who helped in any way. The good feeling built up through this practice will pay tremendous dividends for the planning and carrying out of future programs.

Ensure all commitments of staff to participants and for facilities are kept.

An added value of spreading out the evaluation procedure over a twenty-four month period is that this will provide a mechanism for a follow-up program designed to maintain continuing relationships with those who took part, to provide reinforcement of things learned during the program, and to help them deal with unanticipated problems after their return home. This follow-up aspect of the program appears to be the most important part of a seminar-workshop experience. Yet, very little has been done to provide such follow-up procedures in earlier programs.

The AID/NAFSA Workshop III in 1972 developed a set of guidelines for instituting follow-up procedures. These included:

1. Begin soon in the student's stay to emphasize useful relationships which will be maintained when he returns home.
2. Provide a handbook on continuing relationships which makes clear what can be and needs to be done.
3. Select and train while in the U.S. those who can become indigenous (sic, ingenious?), self-starting, continuing relationship entrepreneurs.
4. Utilize teams of NAFSA, professional associations, AID and participant representatives to visit occasionally a regional area as continuing education, evaluation and feedback specialists.
5. Stimulate alumni associations, the universities they represent, and international associations to create regional groups representing and working with alumni who have studied overseas.[3]

These recommendations are well meaning but rather ambitious in scope. They require enormous resources that may be beyond the capabilities of a university or a program staff. A more modest way to maintain contact with the alumni may be in the form of newsletters, bulletins and personal correspondence with the program staff. Also students should be made aware that the initiative for maintaining the contact should come from themselves.

Some of the practices that have combined the dual tasks of evaluating the seminar-workshop and of maintaining a continuing relationship with the participants are:

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[3] Human Resources Development, The Foreign Student on Campus, A Workshop Report, AID/NAFSA, 1972, p. 86.

1. The participant writes a letter to himself/herself about the workshop-seminar explaining how it will help or hinder his/her re-entry and adjustment to the home culture. The letter is given to the coordinator who will mail it to the participant six months later. The participant is to respond, indicating how the seminar experience had affected him since his arrival home.
2. The participant is asked to rank the items in the "Inventory of Re-entry Problems" (see Appendix C) according to the order of importance. It is returned to the coordinator who will mail it to the participant within a year of the latter's return home. He/she indicates the changes in his/her perspectives of the problems after having been home for some time. The inventory is mailed back to the coordinator for comparison with the other responses.
3. An open-ended questionnaire is sent to the participant within a year of his/her return home. The participant is to respond and to send back the completed questionnaire to the coordinator.

It is important to note that the above activities allow for an interval of time after the return of the student before the material is sent to him/her. A seminar-workshop is a learning experience. One needs time to assess the value of that experience.

A RESOURCE LIST ON RE-ENTRY/TRANSITION

I. BOOKS

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Bochner, S. The Mediating Man: Cultural Interchange and Transnational Education. Honolulu, Hawaii: East-West Center, 1973 (a).

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Merritt, Richard (ed.) Communication in International Politics, Urbana, Illinois: University of Illinois Press, 1972.

Moore, Forrest C. and Forman, Robert E., The University and Its Foreign Alumni: Maintaining Overseas Contacts, University of Minnesota Press, 1964.

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Jantsch, E. Cultural Options and the Purpose of Mankind. Paper read for the Second International Conference on the Problems of Modernization in Asia and the Pacific, East-West Center, April, 1970.

Ludstedt, Seven. "Human Factors in Cross Cultural Adjustment," Journal of Social Issues, 19, No. 3 (1963), 6.

MacCormac, Kenneth, "Keeping in Touch with Returned Grantees", IIE News Bulletin, 34 (8) (April, 1959), pp. 30-34.

Marsh, Harriet Re-entry/Transition Seminars: Report on the Wingspread Colloquium. National Association for Foreign Student Affairs, 1975.

Merritt, Richard "Transmission of Values Across National Boundaries," in R. Merritt, Communication in International Politics. Urbana: University of Illinois Press, 1972.

Mohonk Consultations with International Students: A Proposal for Pre-Departure Seminars. Tenth Consultation sponsored by the Monhonk Trust, 1973.

Oberg, Kalervo. "Culture Shock and Problem of Adjustment to New Cultural Environments." Mimeographed.

Opubor, Alfred. Intercultural Adaptation: Resocialization versus Reacculturation? Paper prepared for the First National Conference on Re-entry/Transition, Wingspread, 1974.

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Useem, John R. Useem and J. Donahue "Men in the Middle of the Third Culture: The Role of American and Non-Western People in Cross-Cultural Administration." Human Organization, (Fall, 1963). pp. 169-179.

Walton, Barbara J., "Foreign Student Exchange in Perspective", Exchange, Spring, 1968, p. 3 ff.

Witman, Shepherd L. "Some Factors Which Bear Upon Communication With International Visitors." A paper prepared for Pittsburgh Council for International Visitors, 1962.

III. FILMS

"Agents of Change" (no current information available about the film).

"Bwana Toshi" (Audio-Brandon Films Inc.) A Japanese engineer presents innovations in East Africa. (115 minutes).

"Concept of Change" (A Charles Velter presentation). Cross-cultural change of attitudes related to available alternatives. (55 minutes)

"Future Shock" (McGraw-Hill) A study of the impact of change on value, families, institutions. (42 minutes).

"Greater Community Animal" (ACI Films) Individual vs. conforming pressures. (7 minutes).

"Ikiru" (no current information available about the film).

"The Forgotten Village" (Steinbeck). Study in diffusion, integration and innovations. (no time available).

"The Turtle People" (B & C Films) Coastal Miskito Indians of Nicaragua vs. market economy (26 minutes).

IV. SIMULATION GAMES

Anthropologist Game -- It focuses on the process of culture change (1-2 hours).

Bafa Bafa -- It is an inquiry into the dynamics of change and the maintenance of social order. (2-3 hours).

Change Game - What's New? -- It focuses on aspects of innovation and the role of innovators.

East-West Simulation Game -- It attempts to discover the role of culture upon role definition and role adjustment (2-3 hours).

Star Power -- It attempts to present the use of power and authority in a multi-tier low mobility society (2-3 hours).

MODEL PROGRAM DESIGN

Re-entry/Transition

Weekend Workshop

Noblesa C.Asuncion-Lande Cal Downs

Purposes: To develop increased awareness on the nature of re-entry and transition.

To evaluate the United States educational experience in relation to its applicability to new situations and future activities.

To determine the effects of changes in value systems and patterns of behavior on interpersonal relations.

To promote some skills in the diffusion and in the implementation of innovations.

Content Objectives:

1. Key principles of effective human interactions in:
   a. return to job
   b. family and friend
2. Orientation article and re-entry/transition.
3. Adjustments in relation to short and long term plans.
4. Non-verbal and semantic considerations -- i.e. what are people bringing home.
5. Nature of a Contingency Perspective - i.e. "It Depends."

Procedural Objectives:

1. To provide experiential learning activities so that points can be made that can be related to re-entry/transition.
2. To maintain participant interest by mixing the seminar procedures in a combination of:
   a. short lectures and guest speakers
   b. film
   c. small groups
   d. pull-out
   e. case discussion
   f. role-playing
   g. simulations

3. To provide social interaction since some of our best learning takes place in informal interactions.

Number of Participants: 20-30 per session.

Location of Seminar-Workshop: On or off campus. On the basis of our previous experiences, an off-campus location is preferable. The participants are removed from on-campus pressures and competing activities.

Pre-Workshop Handouts:

The following materials should be mailed to the participants before the seminar. They are enjoined to read them before coming.

1. Introductory material on re-entry/transition. (Copy of the Wilcox-O'Driscoll-Asuncion Lande article), in the report.

2. Articles relating to re-entry/transition:
   a. Brislin & Van Buren, "Can They Go Home Again," Exchange, IX (Spring, 1974), pp. 19-24.
   b. Cajoleas, L. "The American Educated Foreign Student Returns Home," Teachers College Record, 1959, 60, pp. 191-197.
   c. Others.

3. List of suggested topics.

4. Tentative schedule of activities.

5. Other relevant material to orient participants to the program.

Workshop Handouts:

1. List of participants.

2. Final schedule of activities.

3. U-Curve exercise.

4. Inventory of Re-entry/Transition Problems.

5. Guide to Case Study and Sample Cases.

6. Guide to Role Playing and Sample Skits.

7. Value Ranking Exercise

8. Experience Square

9. Resource List on Re-entry/Transition and Related Materials.

10. Other materials that you feel comfortable with.

NOTE: The time allotted for each activity must be flexible. Certain activities may require longer time periods to finish than others. The interest and productivity of the participants should be a prime consideration.

Session I

A. Introductory Session

1. Social activity such as an informal dinner party to set the atmosphere for the conference and to enable everyone to meet and get acquainted with one another. A short introduction of the seminar-workshop staff should follow immediately after the dinner. A 'returnee" then gives a short talk on his/her experiences on re-entering and coping with changes in his/her professional role and home culture. Then the objectives of the seminar-workshop are explained to the participants.

B. Ice-breaker (one-hour - following dinner)

1. Behavioral Objectives

a. Remove barriers to communication among participants.
b. To facilitate interaction.

2. Possible Exercises

a. Social activity
b. Dyadic introduction
c. Expectation Lab
d. Mix up name tags. Each participant picks up a name tag at random and circulates in the group until he discovers the person to whom the name tag belongs.
e. Give each participant a 5 x 8 card and have each list 3 things about his/her country and pin it to his clothing. All then circulate among the group. After a period of exchange, have them turn the card over and write three things about themselves on the card and circulate in the group.

3. Theoretical Rationale

a. Participation in the seminar is enhanced when people know one another and have had some common experiences. By getting a fun type activity at the very beginning, the "awkward" period of social interaction is minimized.

4. Limitations

a. Icebreakers take quite a bit of time. Some trainers and/or participants may feel that the amount of time spent on this is not very efficient use of their time. They may also react negatively to this as a "game."

Session II

A. Behavioral Objective

To explore the individual's motivations, values, attitudes, and behavior in the framework of perceived and actual changes within himself/herself and his/her home culture.

B. Exercise (45 minutes)

1. U-Curve

a. Procedure

1. Fill out form
2. Compare responses between participants
3. Analyze responses at key points on the curve

b. Theoretical Rationale

The U-Curve originally was used to describe the phenomenon of entry into a different culture. Its adaptation as an exercise for a re-entry workshop must involve the participants' projecting their future feelings. Therefore, directions or explanation will be couched in terms of "it may happen." The purpose in pointing out what may occur is that it allows for a discussion of what might be done to reduce the problems. It is believed that satisfaction with one's experience is related to the expectations held. The discrepancy between expectation and resultant satisfaction may be minimized somewhat by the process of orientation. Once the student has returned home, he may find help for the "low points" by keeping busy or finding someone who's willing to listen, particularly to hear about his overseas experience (The latter may be difficult to find, as Brislin and Van Buren note in their article, "Can They Go Home Again?" referring to the "Uncle Charlie Syndrome", lack of interest in someone's overseas experiences.) Alumni groups or individuals may be one source of sympathetic listeners, although caution must be exercised in that these associations may be seen as political groups in some countries.

The use of the U-Curve is one application of the value of awareness and the "work of worry" concept discussed earlier, and may serve to stimulate reality-based discussion of potential concerns.

c. Limitations

1. Trainer needs to be aware of the literature or the projection to the future or interpretation of the experience may be difficult.

2. Some control must be exercised too. The trainer should get people to talk, but sometimes there is a very talkative participant who takes so much time that participants feel time is wasted.

2. Inventory of Re-Entry/Transition Problems (45 minutes)

   a. Procedure

      Compare personal list derived from the U-Curve Exercise with the inventory of re-entry/transition problems. Discuss some of the items that are in the inventory but not on the personal lists of the participants. Draw some parallels between their experiences in the United States and their future roles and new behavioral expectations for themselves in their home cultures.

   b. Theoretical Rationale: A formal list of potential problems is likely to be more comprehensive than the experiences of a small group of participants. It may also serve to stimulate discussion of potential concerns.

3. Value Ranking Exercise (45 minutes)

   a. Objectives and Procedures: Rank the values according to order of priority. Share responses with one another. Explain interpretations of the values and reasons for the ranking. Discuss the implications of the values for the process of re-entry and transition.

   b. Limitations: Sometimes this may be so personal that it is threatening to the individual. The tendency on the part of some participants will be not to admit the change, and the trainer should not try to force the issue.

NOTE: Any two of the above exercises for Session II.

BREAK

Session III. Case Study (1 hour or less)

A. Background information about case analysis. (See appendix)

B. Case "Miss Blank".

   1. Procedures:

      a. Give each participant a copy of the case.
      b. Break them into groups of 5-7.
      c. Ask them to analyze the case and prepare a report.
      d. Come back into a general session, and have the trainers pull out the significant insights from each group.

2. Theoretical Rationale: Some participants find it easier to analyze other people's behavior rather than their own. This is an actual case of re-entry, and it is a useful way of analyzing problems encountered and some useful strategies to get around these problems.

3. Limitations:

   1. Some groups will look only at the obvious things so the trainer may need to raise some additional provocative questions in the pull-out.

BREAK FOR LUNCH

Session IV. Continuation of Group Activities. Return to Job (1 1/2 hours)

A. Group Structure #1

1. Procedures

   Explain the communication terms.
   Define the problem.
   Analyze the problem
   Discuss its implications and their responses.

2. Theoretical Rationale: This case often reflects some of their actual experiences. Basically it is a means of getting them to think about their organization and be aware of challenges they may encounter when they return. The concepts of role, organization, and communication should be stressed.

3. Limitations

   a. Many university students may not be going back to a specific organization and, therefore, this may not be completely germane. Therefore, the next case may be more relevant.

   b. Return to Seek a Job: "Miss X" (See appendix). Follow the same procedures as above.

BREAK

   c. Invite a resource person from the university to present a lecturette on organization and roles. (45 minutes)

   d. Group Exercise (45 minutes)

      1. Procedure

         a. Break into groups of 4-5.

2. Provide an opportunity to each participant to explain his organization and what challenges he will face in returning.

3. Rationale. Some participants will not talk about these in large groups, and yet may find it useful to have "consultants", i.e. other participants ask questions and make suggestions.

4. Limitations

   a. Some may not want to talk about their organizations, and the feeling that this is too personal to be shared must be respected.

   b. The productive time spent on this will vary from group to group.

   c. Trainers need to avoid being too assertive about their own insights and also need to curtail this tendency on the part of other participants.

BREAK FOR DINNER
(pre and post dinner sports and/or social may be scheduled at this time)

Session V. Family and Friends.

A. Objectives

1. To focus on the most personal relationships in re-entry - i.e. family.

B. Exercises:

1. Case Studies

Sample Re-Entry/Transition Challenges

a. One of the most difficult things to adjust to was living at home with my family. The forced independence being away from home became something I grew accustomed to; living in a dorm or apartment, not having to tell my whereabouts all the time, etc. Things such as these which are considered of positive survival value are not acceptable at one's own home. Even among friends, I felt there was more need to conform. It was hard to change from home-living to apartment-living abroad, but it is perhaps even harder to change back again.

b. The initial excitement of my parents soon petered out. My friends and relatives did not seem to be too clear on where I had been, why I had gone, what I had done, or why it was important to me. Neither did they appear to be much interested in the rest of the world. In turn, I couldn't get excited about things that seemed to stir them.

c. In my hometown there are probably many people who still don't realize that the world is round. I remember when we got home from Moscow people asked me how it was there, but before I could open my mouth, they would begin telling me how Uncle Charlie had broken his arm. They profess interest in things abroad, but they really aren't interested.

d. Now that I am back, I realize how difficult it will be for me to use my East-West Center studies to change the curriculum in my department. I want to put the "new math" into my school . . . But before I can even plan any new curriculum, I must convince my principal and the staff of the school that it is a worthwhile change. There is strong resistance, especially from older teachers . . . I believe it may take me two years before I can convince the staff to let me try new ideas. But I think it is very important that I not give up, but keep trying . . .

e. Thinking back over the comments of people I've met who have studied overseas, this seems to be typical - the first month after returning home was hell. I was depressed and didn't feel at home anymore. For a long time I didn't want to let go of the new life I had learned.

f. An attractive young Peace Corps volunteer named Janet got off a plane in Washington, took an airline bus into the city and checked into a downtown motel. She was wearing the national dress of Pakistan, where she had been for the past two and one-half years. Next morning she went to work at Peace Corps headquarters. In the elevator she was recognized by a man as a heroine of a Peace Corps recruiting film who said, "Oh, you're the girl in the movies." Everyone in the car turned to look at her. She became dizzy and nearly fainted. She recalls: "I was mortified. A woman does not get that kind of attention in Pakistan. Then suddenly I realized that I was reacting not like an American, but exactly as a Pakistani woman would under the same circumstances."

1. Procedures

   a. Give copies to each participant.
   b. Do not break into small groups. But ask people to a) analyze the nature of the problem and then ask them to b) suggest what should be done.
   c. Make a list of their responses so all can see.

2. Ask participants if they would like to share with the group a similar experience.

3. Role-playing. Japanese Family Transcript (see appendix).

   a. Review directions regarding role-playing (see appendix).

b. Procedures
   1. Assign roles or ask for volunteers to dramatize the transcript.
   2. Have the assigned participants do this before the whole group.
   3. Pull out the participants for a general discussion of the problem.

c. Rationale: It helps people to get inside their own and others' feelings. One experiences emotionally and lives through it by acting it out. Those experiences may let one test hypotheses about how to deal with problems.

BREAK-LUNCH

4. Original Role-plays. The trainer should assign groups of 6-8 the task of developing an original role-playing situation that is relevant to the seminar. These will then be performed before the whole group and analyzed regarding feelings, attitudes, and evoked behaviors. (1 hour)

   a. Limitations

      1. Be certain that each group has some articulate people in it.
      2. Be helpful as a trainer, but avoid leading the small groups.

   (Re-group to form one large group in preparation for final activity)

Film: "More than Words"

Non-Verbal Interaction

A. Behavioral Objectives

1. To make the participant aware of a) the kinds of decisions made about interactions on the basis of non-verbal behavior, and b) the kinds of behaviors on which these decisions are based.

2. To call attention to the difference non-verbal emphasizes in different cultures.

3. To make the participant analyze his/her own interpretations of non-verbal cues.

B. Activities

1. Show the film "More than Words," distributed by the Joseph Strauss Company. This film emphasizes how 1) tone of voice affects interpretations of our words and 2) how our non-verbal action often contradicts our verbal expressions.

a. After the film, break the participants into small groups to discuss the film.

2. Read A. Mehrabian's Silent Messages and report on it to the groups. As follow-up to this, have groups:

   a. Discuss its application to them.
   b. Design role-play situations so that the non-verbal interaction is emphasized by someone doing something that others find unacceptable in their cultures. For example, touching the body in some cultures is taboo. It is frequently useful to couch these situations in terms of what non-verbal behaviors a participant may have picked up in America that might have a negative impact in one's own culture.

3. Pull out from the group of participants the non-verbal rules which they follow in their cultures. Areas to check are personal distance, eye contact, dress, touching, use of hands, posture for seating, and arrangement of offices. Start with some statements about American behavior.

4. Show pictures of people interacting and ask the participants to describe what is happening. (Make certain one person is in a uniform so the importance of dress can be discussed). Once they commit themselves to a description, ask them to enumerate the cues which led them to the decision.

C. Rationale

Theorists hypothesize that most of our communication occurs through non-verbal avenues. Body language is one type of non-verbal cue that is currently receiving a lot of attention. Experiments over the last 20 years indicate that voice, dress, and body movement have profound influence on the way that an audience reacts to a speaker's verbal message. Therefore, the participants need to be aware of their subtle non-verbal cues and how people in their culture react to them.

A special caution must be raised here. Many non-verbal norms are so sacred or so personal that people do not like to discuss them. Consequently, the leader must be very sensitive to the group's feelings. Keep it light and fun. It will be helpful if the NAFSA representative can list some of the American norms about non-verbal behavior.

D. Summary of group activities. (45 minutes)

Pull out significant aspects of the workshop experience.
Determine if the objectives were achieved.
Determine level of satisfaction of participants.

(Facilitator may or may not distribute evaluation forms at this time. A written evaluation may not be necessary at this time, especially if the participants discussed their reactions during the pull out phase of the discussion. An evaluation form may however be sent to them a week or so after the experience for them to fill out and return).

MODEL PROGRAM DESIGN

Re-entry/Transition

One day workshop

Sample A

I.	Introduction - details of workshop, set expectations	(15 minutes)
II.	Icebreaker(s) - (group leader will participate)	(45 minutes)
III.	Coffee break	(10 minutes)
IV.	Session	
	Group expression of expectations and goals	(30 minutes)
	Brief lecture on family (15 minutes) followed by small group discussion	(1 hour)
V.	Lunch - (N.B., check food preferences e.g. vegetarians, before workshop)	(1 hour)
VI.	Session	
	Job and job performance - game (e.g. Pfeiffer and Jones managerial grid-vol. I) and discussion	(45 minutes)
	Small groups dealing with concerns on re-entry and job	(1 hour)
	Evaluation - "What did you do during day".	(15 minutes)
VII.	Social hour	
VIII.	Brief closing lecture - summarizing, encouraging	

(Notes: (1) Exercises to be chosen by facilitator according to comfort and enthusiasm of group. (2) Facilitator(s) to be personally involved with group at all times, being sure to facilitate, not control.)

MODEL PROGRAM DESIGN

Re-entry/Transition

One day workshop

Sample B

Background

For returning students
Pilot program for 15 graduates and undergraduates
Six hours in length
To be held at university retreat center off-campús

Pre-Workshop (a packet sent out to participants)

Letter of explanation
List of things to think about prior to attending
Some items from suggested inventory
Maps, directions

Facilitators:

Two members of the faculty assisted by:
(a) Two foreign students who have gone home for a period and then returned to U.S. (to act as native informants)
(b) Two new foreign students who have just arrived from overseas (or students who have returned home for the summer).

SESSION I

Lunch (noon) - free buffet lunch (serves as icebreaker)

SESSION II

Introduced by visiting faculty member who gives short address (30 minutes)
Question and answer period (30 minutes)

SESSION III

Presentation of case study to whole group (10 minutes)
Small groups (3) meet to discuss with native informants (30-45 minutes)

(note: Seminar chairman leaves groups to themselves)

One-day workshop (cont'd)
Sample B

BREAK - out of doors with soft drinks served (15 minutes)

SESSION IV (General) (45 minutes)

Summary by either native informant or volunteer in group
or
Each group talks about most challenging thing they have discussed
Also talk about topic which group had most in common

SESSION V

Role playing - using items from previous session
Divide into 3 groups - (15 minutes for planning, 5-7 minutes acting out)
Presentation to whole group

SPORTS ACTIVITY - soccer, swimming, nature walk

SESSION VI

Wrap-up - during communal meal and/or coffee after dinner

MODEL PROGRAM DESIGN

Re-entry/transition

One-day workshop

Sample C

Timing

One or two terms before departure - to fit into context of continuing orientation
Six hours in length

Pre-Workshop preparation

Identify potentially cohesive groups (by nationality, department, graduating class)
Students should not have to pay
Advertise by word of mouth, circulars, newspapers, etc.
Identify resource persons (resident foreign faculty, visiting professors, academic advisers to foreign students, returned foreign students, international student office personnel, etc.,), returned U.S. students
Prepare food service and physical facilities (e.g. bus)
Questionnaire/letter desirable, but no theoretical material
Training period for resource persons (written guidelines)

The Workshop

Icebreakers (involve leaders) - nametags

SESSION I

"Family and friends" - 15 minute presentation by returned graduate student
Discussion in small group with resource person (60 minutes)
Preparation for afternoon session (30 minutes)
U-curve exercise
or
write answers to two questions on job plans -
short and long-term job objectives

LUNCH BREAK (1 1/2 hours)

One-day workshop (cont'd)
Sample C

SESSION II

"Jobs" - Personal experience presentation	(15 minutes)
Discussion - new groups	(60 minutes)
(use job objectives from morning session for group leaders)	
(Inject topic of "change" into discussion)	
Case study Analysis - possibly "Miss Blank" (new groups)	
Coffee break	
Role Playing ("Miss Blank") - assign each group a character from case study	

SUMMARY AND EVALUATION (president or other college official for send off)

MODEL PROGRAM DESIGN

Re-entry/Transition

One-day workshop

Sample D

Pre-workshop Preparation:

- Application form requesting concerns or challenges about re-entry that are on the students' minds, short article about re-entry distributed (only for those committed to attend)
- Morning and afternoon small groups of approximately six students would be pre-assigned to their groups to ensure good cultural mix.
- Pre-workshop facilitator training, lists of suggested topics for each session to be used as necessary by the facilitators.

SESSION I

9:00 - 10:00 a.m.

- Dyad introductions
- Concentric circles - form two circles, one inside the other; outside circle faces in, and inside faces out. Each person must have a partner in the other circle.

  One circle at a time is assigned to talk about an assigned, non-threatening topic for two minutes. The listener must not respond in any way (verbally or non-verbally) whatsoever. Between topics one circle is rotated in order to match new partners

  Possible topics:
  1. Why you wanted to study outside your own country
  2. Imagine arriving home and getting off the plane or bus; imagine that friends or family are waiting to greet you; describe who is there and what happens then and during the next few days.
  3. Discuss the first day on the job, the people you see and what you do. If you have no job waiting for you, describe how you will go about finding one.
- Process-good for moving people into the topic at their own level. Good for pointing out importance of verbal and non-verbal feed back.

10:00 - 10:15 a.m. Break

One-day workshop (cont'd)
Sample D

SESSION II	Personal/Family Adjustment
10:30 - 11:45 a.m.	- Mini-lecture (15 minutes) by someone who has gone home and returned, perhaps a foreign scholar, re-admitted student, etc; should mention both short and long term relationships with their family - Small group discussion (60 minutes) topic of discussion limited to personal/family readjustment, after discussion has progressed for several minutes, the coordinator may ask the group to agree on a list of ten challenges they might face (those will be posted later)
12:00 noon	LUNCH (random seating) after lunch a short meeting of coordinator and facilitators to check progress
SESSION III	Job-related Concerns
2:00 - 3:15 p.m.	- Mini-lecture (15 minutes) - Small group discussion (60 minutes)
3:15 - 3:30 p.m.	Break
SESSION IV	Role Playing
3:30 - 5:00 p.m.	- Pre-designed situation generated by coordinator and facilitators (perhaps use Mr. A and Mr. P situation) - Distribute Evaluation Sheet - Socialize

SAMPLE RE-ENTRY/TRANSITION CHALLENGES

I. Example A

1. One of the most difficult things to adjust to was living at home with my family. The forced independence being away from home became something I grew accustomed to; living in a dorm or apartment, not having to tell my whereabouts all the time, etc. Things such as these which are considered of positive survival value are not acceptable at one's own home. Even among friends, I felt there was more need to conform. It was hard to change from home-living to apartment-living abroad, but it is perhaps even harder to change back again.

2. The initial excitement of my parents soon petered out. My friends and relatives did not seem to be too clear on where I had been, why I had gone, what I had done, or why it was important to me. Neither did they appear to be much interested in the rest of the world. In turn, I couldn't get excited about things that seemed to stir them.

3. In my hometown there are probably many people who still don't realize the world is round. I remember when we got home from Moscow people asked me how it was there, but before I could open my mouth, they would begin telling me how Uncle Charlie had broken his arm. They profess interest in things abroad, but they aren't really interested.

4. Now that I am back, I realize how difficult it will be for me to use my East-West Center studies to change the curriculum in my department. I want to put the "new math" into my school . . . But before I can even plan any new curriculum, I must convince my principal and the staff of the school that it is a worthwhile change. There is strong resistance, especially from older teachers . . . I believe it may take me two years before I can convince the staff to let me try new ideas. But I think it is very important that I not give up, but keep trying . . .

5. Thinking back over the comments of people I've met who have studied overseas, this seems to be typical - the first month after returning home was hell. I was depressed and didn't feel at home anymore. For a long time I didn't want to let go of the new life I had learned.

6. An attractive young Peace Corps volunteer named Janet got off a plane in Washington, took an airline bus into the city and checked into a downtown motel. She was wearing the national dress of Pakistan, where she had been for the past two and one-half years. Next morning she went to work at Peace Corps headquarters. In the elevator she was recognized by a man as a heroine of a Peace Corps recruiting film who said, "Oh, you're the girl in the movies." Everyone in the car turned to look at her. She became dizzy and nearly fainted. She recalls: "I was mortified. A woman does not get that kind of attention in Pakistan. Then suddenly I realized that I was reacting not like an American, but exactly as a Pakistani woman would under the same circumstances."

Sample Re-entry Challenges (cont'd)

II. Example B, Return to Seek a Job

Background: This student came to the East-West Center to do graduate work in psychology. She had taken high honors in her own country, but encountered discrimination in securing a job there because she was a woman. Miss "X" took action to secure a position for which she was qualified, and was successful in overcoming this discrimination. At the EWC she was active, well thought of by her University department, and successful in her graduate studies.

I returned to my country with high hopes of making a real contribution in my field of psychology. I felt my American training had been oriented to areas needed by my people. There is no established program of guidance and counseling in my country, and this is where I hoped to work. If we are to make the most of advanced training, we must assist young people to take training that is needed and to know where this can be obtained. There is so much that needs doing in this area, while young lives are being wasted in frustration and "small work" which does not utilize fully their abilities and training.

When I reached home I went immediately to the places where I thought jobs might be available or where my training could be used in new ways. These included universities, private institutions, and research centers. I did not go to secondary schools because I thought I should be used at higher levels in planning and policy-making. But I have not found a job. It is always the same -- no job opening. I cannot tell whether this is really the case or whether this is our way of saying they do not want so highly trained a specialist.

Now I wonder about my training. Should I have stayed longer in my country to establish myself before going to America? Could I have made contacts before going that would have helped upon my return? What could have saved me from the frustration I now feel?

III. Example C, episode 1

A Japanese father, mother and son are sitting around the table. They are drinking green tea and eyeing each other cautiously. There is a long silence, except for sucking tea.

Finally,

F. Why?
M. I was so embarrassed.
F. Why?
S. Whats'a matta with you -- tell me -- all you keep saying is "why," Why what?
F. Why did you kiss your mother at the airport?
M. All the relatives . . .
F. They had to see you act like a crazy gaijin.
S. I was just glad to see you, that's all. I like you.

Sample Re-entry Challenges (cont'd)

M. When your cousin, Kenji, came home from the America, he didn't kiss even his wife.
S. He probably doesn't kiss her in bed either.
F. Watch your language.
M. And you put your hand out to your father. You didn't bow. I couldn't believe it.
F. That stupid gesture -- all the relatives saw it.
S. Whata'ya going on about? Don't you realize I've been gone over two years. I'm bound to change some.
F. Some!
M. You even walked on my new tatami with muddy shoes.
S. Well, you made me so nervous not talking all the way from the airport I just forgot.
F. What else did you forget?
M. We're waiting for the next bit of education you get.
S. Look, I'm home -- can't we celebrate. I can't take any more tea.
M. You want beer? I got it right here. (She pours beer and he sips it)
S. Don't you have any cold -- this is hot.
F. You got to have cold beer now? I've been going to weddings and bonnenkais for thirty years and never saw cold beer. You go away for two years you got to have cold beer.
M. What are you fidgeting about -- you're moving around so much -- are you nervous?
S. No, it's my back -- and legs -- mind if I use a chair?
F. (Disbelief) CHAIR!
(Son goes to kitchen area and gets chair - sits)
M. Look what you're doing.
F. Are you crazy?
S. Whats'a matta' now?
M. First mud - now holes.
S. (jumping up) Oh, yeah. I'll sit in the doorway. We can still talk.
F. Talk? You don't even know how to behave - how can we talk?
S. Omiage! I didn't give you omiage.
(He gives his mother a wrapped package and his father a bottle of Johnny Walker Red)
F. (At last smiling) Redo - very good.
M. (Opens package and sees very bright material) Nan deska? Oh, zabuton covers (She lifts it up and it's a Muumuu)
S. Oh, that's a Hawaiian dress - everybody wears them.
F. Not your mother! You think she's a takarazuka girl.

IV. Example C, episode 2

F. What do you mean you can't go back to your old school to work?
S. I just can't.
F. They don't want you back, is that the problem?
S. No - of course not. I have leave . . .it's just that . . .
F. You've been back to the school, haven't you -- to talk with them? You've been back three weeks. I just don't understand.
S. You <u>can't</u> understand I guess - that's the problem you see . . . well back at the Center. . .
F. I wish you'd stop saying that - we all know you were at the Center, and it was wonderful, but do you have to start or end every sentence with "back at the Center."

Sample Re-entry Challenges (cont'd)

S. You see? - that's why you can't understand my problem. At the Center . . .
F. You're not at the Center - you're here. Put yourself here. You've got yourself split between two places.
S. Would you let me try to explain? And I'm going to talk about the Center so don't get annoyed with me. I went there to learn to be a better teacher.
F. You were a good teacher before.
S. But I wanted to be better. I wanted to know how others were teaching - to learn new techniques.
F. Well, didn't you?
S. Yes.
F. Then what's the problem. Why can't you go back to your school?
S. It's too old - everything is so old-fashioned.
F. They managed to teach you all right - and me.
S. But don't you see at the Center we had everything we needed. A great library - a bookstore to get other things we needed to work with -- overhead projectors, cassette recorders, phonographs, good lighting. My God, the classrooms at the old school are dark! It's a wonder everyone isn't blind.
F. If you want to teach, if you want to help these young people you don't need all that fancy stuff. You teach what you learned.
S. But without all that "fancy stuff" I don't know how.

CASE STUDY: MISS BLANK

Miss Blank works for the Ministry of Agriculture in her country. Her responsibility is to organize and promote clubs for rural area girls, as a means of village development.

Her co-worker, Mr. X, has successfully organized clubs for boys throughout the country. Mr. X and Miss Blank work under the supervision of the Director of Agricultural Extension who happens to be Miss Blank's brother. Miss Blank recently spent six months in the U.S. studying the organization of girls' clubs there.

Upon her return to her home country, Miss Blank began plans to organize her girls' clubs. Against the advice of Mr. X, she insisted upon organizing her clubs exactly after the pattern which she learned in the U.S. This pattern meant that Miss Blank went directly to the girls, organizing her clubs through the schools, instead of seeking the participation of parents as Mr. X had done. As a result, Mr. X refused to have anything to do with Miss Blank's program.

Miss Blank had her meetings opened with singing by the girls as girls' clubs did in the U.S. Also, she advised the girls at the first meetings that they should get their families to use more modern methods of homemaking and that they should be leaders in introducing modern methods of home and family management.

Responses to the first meetings of the girls' clubs varied. The girls were enthusiastic. The fathers, however, objected to the clubs because their daughters were becoming too hard to manage. The religious leaders of the village stated that they considered singing at the club meetings to be irreligious. The clubs' membership also included girls from families representing several social and political divisions in the community resulting in some suspicions and rumors about the clubs' nature.

The opposition soon became sufficient to force the girls' clubs to stop their meetings.

Questions:

1. What went wrong? Why did Miss Blank fail?

2. What might Miss Blank have done differently to improve her chances of success.

Case Study: Miss Blank (cont'd)

SOME EXPLANATIONS AND IDEAS REGARDING THE CASE

Miss Blank:

1. Attempted to impose one culture on another without modification
2. Attempted too rapid a change
3. Lacked a good way to introduce a plan
4. Did not seem to understand cultural differences
5. Was unrealistic and overconfident
6. Was not qualified for the task
7. Lacked efficient planning
8. Should have gone to the parents first and involved them
9. Neglected social factors

Other Factors and Additional Suggestions:

1. Mr. X undermined her efforts
2. There was a lack of administrative machinery for bringing about the change
3. It should have been emphasized that the change was a non-political effort
4. One approach would be to begin with one "model" girls' club as an experimental demonstration
5. Best change strategy is to help people help themselves
6. Should have made more use of written communications
7. Methods of co-worker should have been reviewed and adapted as appropriate
8. Girls' clubs should have been identified as a national goal
9. There was a need to study problem-solving methods efficiently

THE CREATIVE PROBLEM-SOLVING SEQUENCE

I. What is the nature of the problem?
   A. What is the nature of the case? Is it clear to us?

   B. What is our area of freedom? What limits should we place on our consideration of the problem?

   C. What has been happening? What information do we have about the problem? (Fact Finding)

      1. Who is affected, how and under what conditions?
      2. What seems to have gone wrong? How do we know?
      3. What additional information might we need? How do we obtain it?
      4. What factors seem to have contributed to the problem?
      5. What present or past steps have been taken to remedy the problem, and how did they work?

   D. What exactly is the problem? What is the meaning of all our information?

      1. How can we state the problem clearly in terms of our findings and objectives?
         a. The statement should state the problem -- not the symptom of the problem.
         b. The statement should indicate to whom the problem belongs.
         c. The statement of the problem should not imply a solution.
      2. Have we located a set of subproblems which should be tackled one at a time? If so, what are they, and in what order should we take them up?

II. What might be done to solve the problem (or first subproblem)?

   A. Brainstorming

III. By what specific criteria shall we judge among our possible solutions?

IV. What are the relative merits of our possible solutions?

   A. What ideas can we screen out as unrelated to the facts of the problem?

   B. Are there any ideas we should not consider further?

   C. Can we combine and simplify in any way?

   D. How well do the remaining ideas measure up to the criteria?

V. What will be our final solution or recommendation?

   A. Shall we act on one of these ideas, or apply a combination of two or more?

   B. How will we state our conclusions?

Creative Problem-Solving Sequence (Cont'd)

IV. How will we put our solutions into effect?

A. Who should do what and when?

B. Are any follow-up or check procedures needed?

DISCUSSION PROBES

1. Summarize the structures and values, feelings and attitudes of the people in your case study and the ways these influenced their behavior.

2. Summarize the alternatives and consequences the people considered in your case study.

3. What were some of the decisions the people had to make?

4. What information gathering skills (observing, questioning associates and chance acquaintances, listening) did they, or could they have used as a basis for the decision?

5. What insights about yourself did the case provide?

6. Which of your values and goals became clarified?

7. What insights did you gain into your culture?

8. Could the people you described in your case listen well when talking with people?

9. How would you describe the relationships between the people in your case?

10. Were the people receptive to new experiences and ideas?

11. Did they have confidence in their ability to function effectively?

12. What were some of their strengths, weaknesses, and prejudices?

ROLE PLAYING

.....He lives through it (role playing) by acting it out -- he experiences it emotionally and then uses this experience to produce and test insights into the problem and generalizations about ways of dealing with it. He may also practice what he has learned until it becomes a part of himself.

It helps people to get insight into their own and others' feelings.

.....Unlike a director in a legitimate theatre, however, whose main function is to help actors interpret already written lines and characterizations, a director of role playing is mainly concerned with helping the actors be spontaneous in presenting the characters they are portraying and in helping the audience observers to analyze the situation and behaviors presented in the role playing in order to increase their insights into problems and their effective knowledge of how to deal with them...

In general, persons should be chosen because it is thought they can carry the role well and are not likely to be threatened or exposed by it.

If a role has unfavorable characteristics, it is wise to assign it to a person who has enough status in the group or personal security.

Role playing can be cut when:

Enough behavior has been exhibited so that the group can analyze the problem it set for itself; the group can project what would happen if the action were continued; the players have reached an impasse because they have somehow been miscast or misbriefed; there is a natural closing.

Excerpt from How To Use Role Playing. Adult Education Association of U.S.A., Washington, D.C.

BEN FRANKLIN STORY

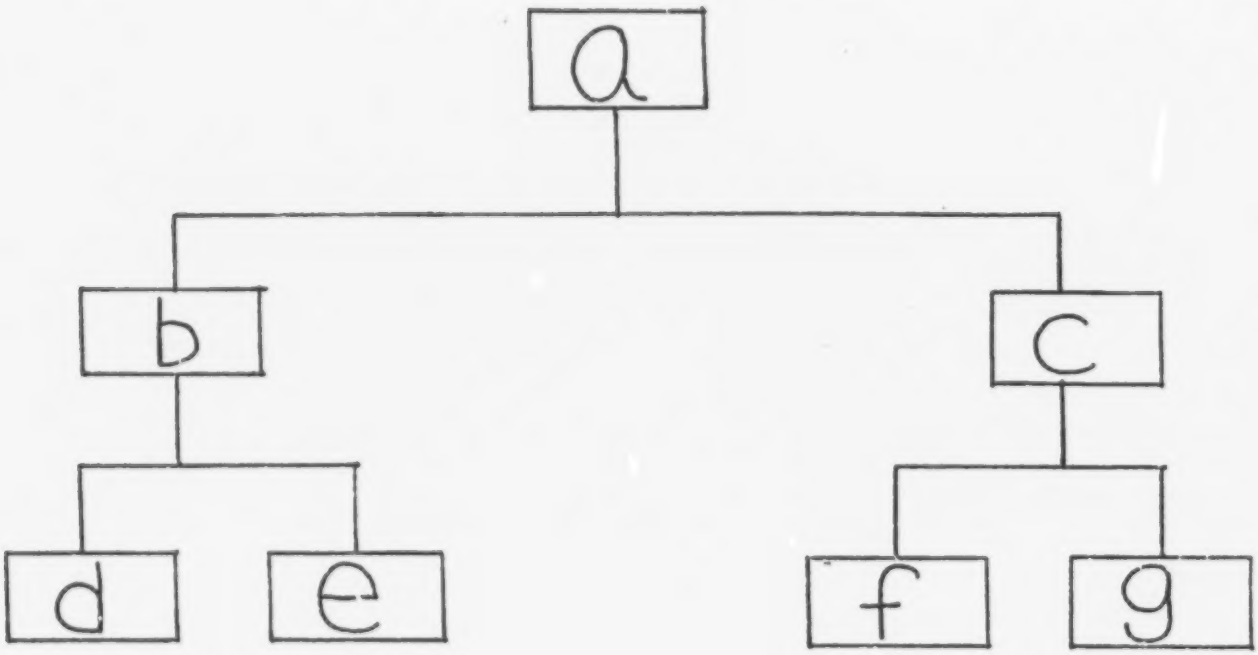
Benjamin Franklin once (1784) related an experience he had with people moving from one culture to another:

> At the treaty of Lancaster, in Pennsylvania, anno 1744, between the Government of Virginia and the Six Nations, the commissioners from Virginia acquainted the Indians by a speech, that there was at Williamsburg a college with a fund for educating Indian youth; and that if the chiefs of the Six Nations would send down half a dozen of their sons to that college, the government would take care that they be well provided for, and instructed in all the learning of the white people.
>
> The Indians' spokesman replied:
>
> . . . We are convinced. . .that you mean to do us good by your proposal and we thank you heartily. But you, who are wise, must know that different nations have different conceptions of things; and you will not therefore take it amiss if our ideas of this kind of education happen not to be the same with yours. We have had some experience of it; several of our young people were formerly brought up at the colleges of northern provinces; they were instructed in all your sciences; but, when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, nor kill an enemy, spoke our language imperfectly, were therefore neither fit for hunters, warriors, nor counsellors; they were totally good for nothing.
>
> We are however not the less obligated by your kind offer, though we decline accepting it; and, to show our grateful sense of it, if the gentlemen of Virginia will send us a dozen of their sons, we will take care of their education, instruct them in all we know, and make men of them.

Appendix B

GROUP STRUCTURE

Problem Number 1



Assume that after your return to your organization you are in position C:

How might you increase the flow of feedback to you?

How could you improve the quality of the feedback?

How can you increase the reliability of your own interpretation of the feedback?

VALUE RANKING

Purpose: By comparing and contrasting your values now and the values you held before you came to the United States you'll be able to understand how your experiences influence your values and how the values relate to the process of re-entry and transition.

Procedure: Study the list carefully. Then place a 1 next to the value which is most important to you now, a 2 next to the value which is second most important to you and so forth until all the values in the list are ranked. If you feel that there is a possibility of some duplication, define the terms according to your own interpretation.

_____Knowledge: Wisdom, understanding of life

_____Achievement: Accomplishment of an objective, attainment of a personal or societal goal

_____Brotherhood: A close relationship with others

_____Equality: Equal opportunity for everyone

_____Individual Growth: Developing yourself fully

_____Independence: Freedom of choice, individualism

_____Respect from Others: Looked up to, admired by others

_____Security: Safe and free from worry

_____A Pleasant Life: A happy and successful life

_____Loyalty: Faithful adherence to a person, group, cause, government

_____Power: Ability to control or influence others

_____Religion: Belief in a supreme being

_____Cooperation: Working together for a common purpose

_____Familism: Very close kinship ties

_____Progress: General optimism towards the future

_____Materialism and Private Property: Belief in the inviolacy of private property

_____Conformity: Being in harmony or agreement, action in accordance with rules, customs, traditions

Value Ranking (cont'd)

_____Confrontation: Face the facts, meet problems "head-on." face people directly

_____Friendship: Constant companionship, supportiveness, rejection of secretiveness among friends

_____Objectivity: Without bias or prejudice

You may add other values that you think should be included.

Discussion: In small groups share with one another the order of your list of values. Explain to one another your interpretation of the words and the reason for the ranking. How does this lab help you determine how you have changed? How will these changes affect your interpersonal relationships when you return home? What strategies would you employ to minimize their negative effects or to facilitate their positive aspects?

Adaptation by Nobleza C. Asuncion-Lande

Appendix B

EXPECTATION EXERCISE

Time: about an hour
Participants: everyone including staff
Space: flexible room for each movement
Objectives: To get to know each other better and to identify personal expectations as they relate to expectations of other participants.

1. Each participant writes 3-4 items which are major features of his/her identity, for example, nationality, occupation, interests, etc. and circulates among all other participants making brief comments to other participants about who they seem to be.
2. Each participant writes 3-4 items which are major features of his/her home country. Circulates again as in 1.
3. Each participant circulates around room with a brief spoken message, e.g. interpersonal communication or interaction, or introductions.
4. Each participant introduces other participants to each other, triads (3) are formed for brief conversation, two from original triad then move into new triad with introductions and conversation.
5. Each participant writes 3-4 items which he most likes or admires, plus 3-4 things which he most dislikes; for example, I like peace, friendship, etc. Circulates and interacts with other participants.
6. Each participant writes 3-4 items which he most likes about U.S. and would like to introduce at home.
7. Each participant writes 3-4 ideas which he especially wants to learn from this seminar.
8. Brief concluding remarks by seminar staff, and comments about communication which has taken place among participants.

Appendix B

U-CURVE

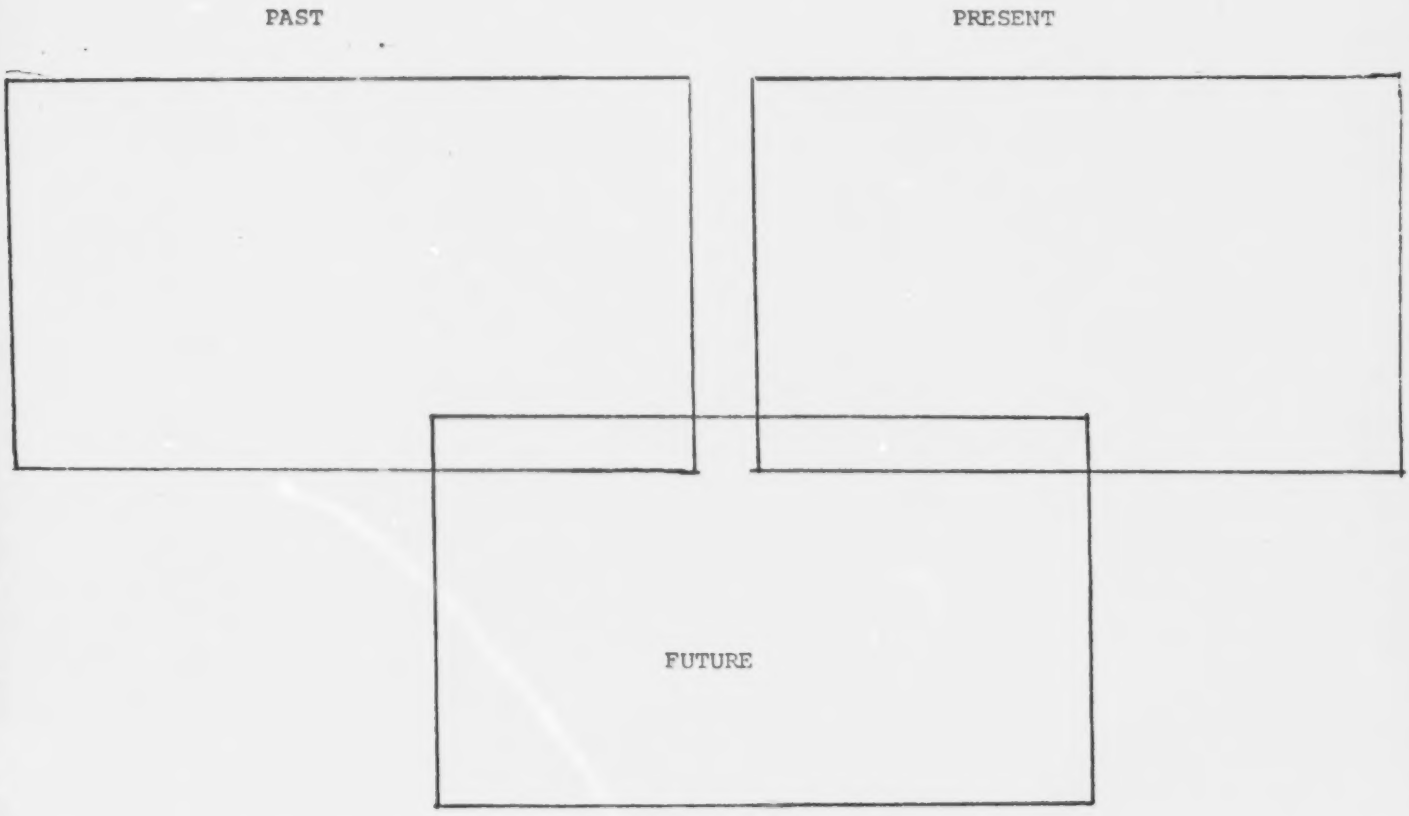
DURATION OF STAY

Appendix B

EXPERIENCE SQUARES

Purpose: To achieve an awareness of the major elements of your "life-space" using a past, present and future orientation.

Procedure: Label the most important elements of your life by filling in the blank spaces in the square. The descriptions may be of people, events or ideas.



Discussion: How important are your future expectations to your response patterns? Do you anticipate any extreme changes in your life space in the near future? Does your past have anthing to do with your future expectations? What experiences would you choose to eliminate if you had the power to change the past?

INVENTORY OF RE-ENTRY PROBLEMS*

1. Cultural adjustment
   a. Identity problem
   b. Insecurity
   c. Adjustment to changes in life style
   d. Adjustment to a pervasive quality of envy and distrust in interpersonal relations.
   e. Adjustment to the localized environment of kin and friends.
   f. Adjustment to a daily work routine
   g. Family or community pressure to conform
   h. No problem
   i. Other

2. Social adjustment
   a. Adjustments from individualism of U.S. life to familism (conformity and submission to the demands of family) in home country.
   b. Colonial mentality
   c. Feelings of superiority due to international experience and travel
   d. Lack of amenities which were a part of U.S. existence.
   e. Uncertainties in interpersonal relations
   f. Social alienation as a result of foreign sojourn
   g. Dissatisfaction with ritualized patterns of social interaction
   h. Frustration as a result of conflicting attitudes
   i. No problem
   j. Other

3. Linguistic Barriers
   a. Adoption of verbal/non-verbal codes which are not familiar to countrymen
   b. Adoption of certain speech mannerisms which may be misinterpreted by countrymen.
   c. Absence of colleagues who speak the same code as returnee.
   d. Unfamiliarity with new forms of communication or styles of expression.
   e. No problem
   f. Other

4. National and political problems
   a. Changes in political conditions
   b. Shifts in national priorities/policies
   c. Shift in political views
   d. Political climate not conducive to professional activity
   e. Political climate not conducive to professional advancement
   f. Dissatisfaction with political situation
   g. Observed lack of national goals
   h. Politicization of office or colleagues
   i. Changes in bureaucratic leadership
   j. No problem
   k. Other

Inventory of Re-entry Problems (cont'd)

5. Educational problems
   a. Inability to reconcile aspects of U.S. education in home country
   b. Relevance of education to home situation
   c. Fulfillment of objectives in coming to U.S.
   d. Aspects of U.S. education which are least helpful to returnee
   e. Lack of facilities and resources for research
   f. Wrong expectations
   g. Failure to improve skills
   h. Absence of professional education programs to keep up with new developments or knowledge
   i. No problem
   j. Other

6. Professional problems
   a. Inability to work in the chosen specialty
   b. Placement in inappropriate field
   c. Facing a glutted job market
   d. Scientific terminology in U.S. studies which are not subject to adequate translation into the native language
   e. Inability to communicate what was learned
   f. Resistance to change by co-workers
   g. Feeling of superiority due to U.S. training
   h. Non-recognition of U.S. degree
   i. Jealousy of colleagues
   j. Low compensation
   k. High expectations
   l. Isolation from academic and scientific developments in U.S. or in own field
   m. Perceived lack of enthusiasm and/or commitment among co-workers
   n. Concern with quick material success
   o. No problem
   p. Other

°This is an amplification by Nobleza Asuncion-Lande of an inventory originally prepared by the University of Texas Janus program.

SAMPLE EVALUATION DESIGN

The University of Kansas
Orientation Center for Foreign Students

TWO-WAY ORIENTATION WORKSHOP

Name (optional) _____

Age_____

Sex_____

Objective: One of the purposes of the Workshop is to help prepare the returning student in his re-adjustment to his home culture.

yes or no

_____ 1. Do you think this objective was accomplished?

2. When was the approximate time that you think this goal was accomplished:

at the beginning of the session?_____

at the middle of the session? _____

at the end of the session? _____

_____ 3. Do you think that you have a better understanding of the problems you may face upon returning to your home country?

_____ 4. Has the group discussed something which you feel is personally important to you?

_____ 5. Do you feel you have gotten to know anyone (whom you didn't already know) in the workshop beyond superficial acquaintances?

_____ 6. Do you think that the discussions have provided you with information which may be helpful in your re-adjustment to your home country?

_____ 7. Have you been willing in the Workshop to discuss things about your experiences which, while not private, are quite complex and sensitive subjects?

_____ 8. Do you feel a sense of belonging with the group or the Workshop?

Sample Evaluation Design (cont'd)
University of Kansas

TWO-WAY ORIENTATION WORKSHOP

Circle the appropriate number using the following scale:
1 - bad
2 - poor
3 - average
4 - good
5 - excellent

9.	Physical facilities	1 2 3 4 5
10.	Pre-workshop communication	1 2 3 4 5
11.	Clarity of overall plan for workshop	1 2 3 4 5
12.	Organization of program	1 2 3 4 5
13.	Getting acquainted/warming up exercises	1 2 3 4 5
14.	Level of personal involvement	1 2 3 4 5
15.	Overall effectiveness	1 2 3 4 5
16.	Groups -- Home Area	1 2 3 4 5
	University destination	1 2 3 4 5
	Academic disciplines	1 2 3 4 5
17.	Workshop activities	1 2 3 4 5
18.	Workshop direction	1 2 3 4 5
19.	Enjoyable experience	1 2 3 4 5
20.	Discussions were:	
	interesting	1 2 3 4 5
	irrelevant	1 2 3 4 5
	practically useful	1 2 3 4 5
	lived up to my expectations	1 2 3 4 5

21. What is the most important thing you learned from this experience?

22. What part of the program was most useful to you?

Sample Evaluation Design (cont'd)
University of Kansas

23. Which part of the Workshop was least helpful to you?

24. Which parts of the Workshop would you recommend retaining or changing?
Retain:

Change:

25. Would you recommend that the Workshop be continued with other groups?

Yes _____ No _____

Why?

Appendix D

SAMPLE EVALUATION DESIGN

MSU/AID COMMUNICATION WORKSHOP #____

We would like to make these communication workshops as meaningful and effective as possible. To do this we need your help. Would you tell us some of the things you saw as important to you this week? The following outline is to help you think about possible items you may wish to consider. Do not feel you must comment on each item or be limited to these topics.

(Use back of page if necessary)

I. a. Overall impressions (Circle)

Very Good	Good	Fair (adequate)	Poor	Very Poor
5	4	3	2	1

b. Relevant and useful to your work?

Very		Fairly		Not
5	4	3	2	1

II. a. Have you ever had any training in communication before?

b. Did you find the division of time suitable for:

	Too little	About Right	Too Much
1. Formal presentation (lectures) of theoretical principles	_____	_____	_____
2. Opportunity for small group discussion	_____	_____	_____
3. Free time	_____	_____	_____

Comment?

c. Did you feel there should be:

	More	Same Amount	Less
1. Films	____	____	____
2. Case studies	____	____	____
3. Role playing	____	____	____
4. Communication games	____	____	____

Sample Evaluation Design (cont'd)
MSU/AID Communication Workshop

d. Which exercises, films, or case studies do you remember as being particularly good or poor? WHY?

e. Do you have any comments on the handouts (green sheets and others) or the communication booklet (yellow) you received?

f. If you took a group trip away from the Inn:

1. Where did you go?

2. Was it a useful part of the program? _____.

In what way?

III. What comments do you have about the staff?

	Excel.	____	Good	____	Poor
1. Staff	____	____	____	____	____
2. Knowledge of subject	____	____	____	____	____
3. Presentation	____	____	____	____	____
4. Interest in participants	____	____	____	____	____
5. Out of class contact	____	____	____	____	____
6. Other comment?	____	____	____	____	____

IV. Facilities:

a. Food: quality: Excellent_____ Adequate (good)_____ Poor_____
quantity: Excellent_____ Adequate (good)_____ Poor_____
Comments and suggestions:

b. Housing: comment?

c. Recreation:

(If you wish) Name _____ Country _____

REGULAR JOBS

Date Needed: Any Date Submitted: 11/8

Your Name: Jennifer

Your Account Number 3580-70440

Number of copies needed: 3

OPTIONS

Double -sided to single____

Single-sided: ____

Back-to-Back: ____

Stapled: ____

Collated Sets: ____

Letterhead: ____

Colored Paper: ____ (specify color)

Covers:

Top____

Back____

Top & Back____